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THIRTY-SECOND ANNUAL REPORT

OF THE

STATE VOCATIONAL SCHOOL FOR GIRLS

HELENA, MONTANA

1949-1950

STATE OF MONTANA

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Hon. Arnold H. Olson	Attorney-General
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PERSONNEL

Executive Department

	Position	Salary 1949-50
Elizabeth Steed	Superintendent	$350.00
Ruby Miller	Ass't. Sup't.	250.00
Nell McKnight	Sec'y.-Bkkpr.	175.00
Helen Byrd	Gen. Matron	150.00

Medical Department

Dr. S. A. Cooney	Physician	65.00
Dr. S. P. Keane	Dentist	40.00
Dr. E. A. Kuntz	Oculist	-

Teachers

Mildred Fredrigill	High School	233.33
Bertha Henry	Ungraded	233.33
Betty Newlon	High School	133.33
Isabel Giulio	Physical Education Music	100.00
Patricia Sias	Home Economics	244.44

Committees

Executive Committee

		Expires
	Elected by	
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Nominating Committee

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	-

Committees

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

PERSONNEL

Domestic Department

Maria Dean Hall

	Position	Salary 1949-50
Emma Dunn	Morning Housemother	$115.00
Iva Lee Smoot	Afternoon Housemother	110.00
Bertha Berg	Night Matron	85.00
Ida Weiss	Kitchen Supervisor	135.00
Helen Jensen	Relief Housemother	115.00

Canady Hall

Alyene Autrey	Housemother	140.00
Maud Brazier	Ass't. Housemother	105.00
Winifred Ward	Night Matron	85.00
Ruth Swanson	Relief Matron	80.00
Mattie Fritchie	Kitchen Supervisor	135.00

Physical Plant

Martin Van Diest	Engineer	230.00
Joe John	Ranch Hand	115.00
Brice Vercellin	Farm	175.00

Chaplains

Rev. Henry Koslow	5.00
Rev. G. S. Morrell	5.00
Rev. Nels Norbeck	5.00
Rev. H. M. Waldron	5.00
Father DeLane	5.00

The above ministers conduct church services once each month, alternating, so that we have services each Sunday.

Dinner

Imperial Restaurant

Menu for the 4th

Chicken

Mock Duck	Assorted Vegetables	Fish
Fried Duck	Fried Rice	Fruit
Pressed Duck	Egg Foo Yung	Tea
Fish Sauce	Bird's Nest Soup	Coffee
Sliced Chicken	Boiled Dumplings	Cake

Grand Hotel

Lobster Salad	Ice Cream Cake	Fruit
Cold Chicken	Lady Fingers	Coffee
Potato Salad	Assorted Cakes	Tea
Cold Ham	Mixed Nuts	Raisins
Pickles	Fruit Salad	Bonbons

Tivoli Cafe

Half Fried Chicken	Lettuce	Coffee
Ice Cream	Cake	Fruit
Lobster Newburg	Bread	Tea

Delmonico's

Ice Cream Frozen	Fruit
Roast Duck	Nuts
Fried Chicken	Raisins
Boiled Chicken	Coffee
Lobster Salad	Tea

Served elaborately, as this may be done without much trouble.

The first-mentioned dinner should receive the most

SUPERINTENDENT'S REPORT

TO THE HONORABLE STATE BOARD OF EDUCATION

It is my privilege to submit to you the Thirty-Second Annual Report of the Vocational School for Girls of Montana, for the period beginning July 1, 1949, and ending July 1, 1950. The usual statements of accounts and statistics of general interest to the public are appended herewith.

The following is an article which appeared recently in "The Child". It emphasizes the need for the type of program which we have been building for the past four and one-half years.

"TO SYNCHRONIZE THE TRAINING-SCHOOL PROGRAM WITH LIFE IN THE COMMUNITY."

by RICHARD CLENDENEN

Consultant on Training Schools, Social Service Division, Children's Bureau.

* * *

"A Training School program is planned to provide for a temporary period of treatment and training for children who are in need of protective group care. The child does not stay in the training school indefinitely, nor do the personal relationships formed there replace family ties. The child may be in the institution for a year, even 2 or 3 years, but sooner or later he exchanges his life in the protective environment of the institution for one in the outside community and resumes some form of family living. The focus of the training school program, therefore, must be upon training the child to live in the larger community outside the school, not upon training the child to fit into an institutional program.

School must keep up with the Community

The way of life in the larger community is not static, but constantly changing.

During the past 20, 15, or even 10 years, life has changed a great deal for many of us. Job opportunities and working conditions have shifted and changed. The pattern of family living has somewhat altered.

As a people we have become more mobile, are subjected to wider and more varied influences, and are living under greater pressures.

We have become more conscious of general social conditions both in this country and abroad, and more aware of their impact upon our lives.

We have lost some of the basic security which we enjoyed when the

family groups were more cohesive and other continents were still separated from us by very wide seas. Some of the added pressures, unrest, and insecurity that grip such a large part of the world are communicated to our children and youth. This does not necessarily mean that as child-welfare workers we shall be called upon to care for more children. It does mean that the children will bring to us somewhat altered attitudes, reactions, and needs, that we must prepare children for a somewhat different way of life, and that we need continually to reshape our programs if we are to provide realistic preparation and training for life in a larger society.

In addition to living in a dynamic, changing society, we are working in a rapidly developing specialized field - providing residential treatment for children adjudged delinquent. With the assistance of case work, group work, education, psychiatry, medicine, and other disciplines, we are gaining in our understanding of human behavior and of the values, limitations, and functions of residential treatment. As a result, we are discovering new and improved treatment methods.

The problem, then, of keeping a training-school program synchronized with life in the community is twofold. First, we must keep the program in tune with the times, geared to our constantly changing way of life. Secondly, we must adopt into the program new methods based upon our rapidly developing understanding of human behavior and the function of residential treatment in the training school.

In preparing a paper on synchronizing a functional training-school program with community living, it seemed to me that I might attempt to sum up some of the developments and trends in the training-school field. Not only is this a natural approach for a worker representing a Federal agency with nation-wide contacts, but it has the added value of dealing with developments that are part and parcel of functioning programs, rather than with purely theoretical considerations.

Such an approach logically raises a question: Are there significant evidences of growth and development in this field in the direction of improving the quality of training we are providing for children? Or is the field relatively static and inactive?

The Children's Bureau has child-welfare representatives in each of the regional Federal Security Agency offices throughout the United States, who visit many training-schools and have numerous other contacts with the child-welfare programs in the various States. Our regional representatives

have reported many evidences of growth and development in the programs of training schools in this country.

For more contact with the outside world

Some of these developments are resulting in better synchronization of training-school programs and community living. Within the scope of this paper, I can touch upon only a few examples to illustrate this trend.

Some of the more important developments can be summarized under two general headings: (1) Those that relate the training-school program more directly to the larger community, and (2) new or improved techniques that implement the content of the training-school program more effectively.

Many times during the past few years training schools have been attacked upon the grounds that they are "isolated" - isolated from the kind of stimulation that would keep the program varied, challenging, and progressive, and isolated from the outside services and facilities that would enrich and extend the program. We are all aware of the enervating effects of such conditions. An institution makes such demands upon its administrators and its staff that its program tends to be limited to its own facilities, and its personnel are cut off from outside stimulation.

The very positive steps that are being taken in many training schools to breakdown this pattern of isolation and to make the training school an integral part of the community and the total child-welafre program represent, we believe, the most interesting and significant single development leading toward more realistic training programs.

Increasingly, training schools are establishing a freer give-and-take relationship with the larger community in which they are located. They are bringing more outside persons into contact with the program. They are enlarging the opportunities for staff members to make contacts away from the school. They are lending the use of some of their services and facilities to the community and calling upon the community for the use of some of its resources. All of these developments help to synchronize the training-school program with life in the community.

Volunteers bring in new ideas

Several methods are being used to bring more persons into contact with the program. One of these is the use of volunteer workers. Recognizing the vitality that new persons with fresh ideas can bring to many phases of the program, many more volunteers are bing used. In many schools volunteers contribute to the recreational program as coaches, group leaders, and handi-

craft teachers. In other schools they play vital roles in religious programs. In still others they serve as big brothers and big sisters to individual children.

Whatever service volunteers render, the problems involved in their use are much the same. These workers need training for their jobs just as much as other members of the staff do. No phase of the program can be surrendered in its entirety to volunteer personnel. Volunteers need the help and support of the regular staff members who have a closer and more continuing relationship to the children. However, if provided with instruction, careful guidance, and support, volunteer personnel can not only contribute to that portion of the program in which they participate, but they can bring fresh personalities and new ideas to both children and staff members.

Training School a part of the community

Another method used to bring more persons into the program of the School is by developing joint projects and activities with outside agencies and groups.

For example, a State training school for girls located in a southern State helped to sponsor an institute on sex instruction, which was held for members of the staff and the parents belonging to a local PTA. The same school invited girls from a local high school to attend a course that was given for its own girls on personal hygiene and grooming.

In another State a training school for girls operates a library station which serves a total of some 15,000 people. This latter project not only brings many persons into contact with the school, but provides an opportunity for the girls to contribute something worth while to the community.

Enlarging the opportunities of staff members for outside contacts and for participation in activities beyond those involved in the everyday job also brings the school program closer to life in the outside community. In this connection, one school enables members of its staff to participate in many board activities and to serve on board committees. Schools which can do so are securing grants for staff members to enable them to continue professional education on a full-time basis in case work, group work, recreation, and dietetics.

A very interesting development in this area is in several recent proposals which have been made for the exchange of training-school staff members as an educational policy. A training school for girls in Canada recently

contacted the Secretary of the National Association of Training Schools, about the possibility of working out such an exchange with a School in this country. An organization representing several training schools in France has contacted the Children's Bureau through the State Department, proposing an exchange of staff members with several training schools in the United States.

A greatly increased use of services and facilities away from the training school relates the program much closer to life in the community and enriches and extends the program of the school. Increasingly, training schools are calling upon the services of related State and local agencies. They are using outside medical and psychiatric clinics, community-service centers, and recreational facilities. Several training schools, both public and private, are sending a number of their children to public schools. The purpose of this development varies, and so does the basis upon which the children are selected for this outside experience.

In one State training school for boys, the selection is made on an individual basis. If the child can benefit by the experience it is offered to him. A private training school for boys has established a cottage or dormitory for a small number of boys in a large city some 20 miles away from the rural setting of the institution. Boys living in this unit attend the public schools. The cottage is used for boys who need a richer academic experience than the institution can provide, and for those who need an intermediate step between leaving the school and returning to their communities, and also for a few who could not continue to attend school if they returned to their own homes.

The greater use of outside resources for vocational training has enlarged and enriched opportunities for such training by providing more realistic working experiences for older boys and girls. The ability of the training school to supplement vocational training instruction by on-the-job experience has long been recognized. However, maintaining sufficient modern equipment is expensive, and competent vocational instructors often are difficult to secure and keep. Consequently an ever-increasing number of the training schools are turning to outside resources to secure on-the-job training for older children.

Many schools permit boys and girls who are legally old enough and are able to benefit from such an experience to work in jobs away from the School.

For example, a State training School for boys in the Middle West provides such job training for older boys. The School assumes responsibility

for helping the boys find the right job and maintains a close and continuing relationship with the employers. These boys work four days each week and devote one day to academic courses which are designed for them.

A State training school for girls has established a program under which older girls work in jobs in the community for several weeks prior to leaving the School. This program has several purposes. It gives the girls an opportunity to secure realistic working experiences. The girls gain experience in handling and budgeting money. They are able to earn money to buy the additional clothing they will need when they leave the school and to save enough to carry them over for a week or two following placement. The program also provides a basis for the school to evaluate the girl's ability to manage her own affairs. Here too, the school provides guidance in securing jobs and maintains a close relationship to the employers.

Careful planning necessary

The success of such a program hinges, of course, upon the amount of time and planning the training school devotes to it. If several children are included in it, the full-time services of one person will be required to maintain a close working relationship between the school and employers. The employers need assistance in planning the sequence of work experiences for the child and in understanding the problems and needs of the child. They must be made to feel a part of the school team.

Of course, all the developments that relate the training-school program more directly to the larger community are accompanied by problems and growing pains. Surface problems in the school may be increased by them. Public understanding and acceptance are difficult to secure and are not easy to maintain. But it is obvious that this is the direction that must be taken if taining schools are to offer more realistic training for children in their care.

In planning a freer give-and-take relationship between the training school and the community, it must be recognized that there are limits to the child's ability to relate to a variety of persons and situations. Exposure beyond these limits will be detrimental, for the child needs a stable way of life and some protection. The value of any development in this field will be determined by the adequacy of the planning, by the careful preparation of the child for the new experience, and by the establishment of constructive community attitudes.

Receiving the new child

Chapter Two: Grief

Grief is a complex emotional response to loss, and it can be overwhelming. It's natural to feel sad, angry, confused, or numb after losing someone you love. There's no right or wrong way to grieve, and everyone experiences it differently. Some people may cry a lot, while others may not shed a single tear. Some may want to talk about their feelings, while others prefer to keep them bottled up inside.

One of the most challenging aspects of grief is dealing with the practical tasks that need to be done after someone dies. This can include planning a funeral or memorial service, notifying friends and family, and handling the deceased's belongings. It can be overwhelming to have to make these decisions while you're also trying to cope with your own emotions.

It's important to take care of yourself during this time. Eat healthy meals, get enough sleep, and exercise regularly. Don't be afraid to lean on your support system for help. Talking to a therapist or grief counselor can also be very helpful.

Grief can also affect your relationships with others. You may find that you withdraw from social activities or that you're more irritable than usual. It's important to communicate your needs to your loved ones and to allow them to support you.

Over time, the pain of grief will lessen, but it may never completely disappear. You'll always carry the memory of your loved one with you, and that's okay. It's a testament to the love you shared.

In addition to bringing about a closer relation with the community, many schools are sharpening old or introducing new techniques to implement their basic services more effectively. I have been particularly impressed by the increased attention being given to the process of admitting the child to the school and preparing him for this experience. Many of the private training schools insist that the child visit the school before commitment, and that he participate in the decision to enter the school. This is highly desirable, but is impossible for many of the State, county and municipal training schools, which have no control over intake and may even not know that the child is coming to the school before he arrives. Both private and public training schools however, can prepare the child for the experiences he will have after he arrives.

A large number of the training schools maintain some kind of a reception unit. Historically, the primary function of the reception unit was to quarantine the new child from the rest of the children in school. Here he was given the necessary medical tests, examinations, and innoculations, to insure that he would not infect the other children.

While these medical procedures remain necessary, we now recognize that primary attention during this period must be fixed on the emotional meaning of this new experience. During the first few days, the child forms very basic concepts of us and our program. What we do during this time will have a pronounced influence on the effectiveness of all subsequent training. The new child must be received as a troubled individual who needs sympathy and personal attention. He needs also a varied, rich program of activities and of companionship. During this time he is fearful and troubled, and is unable to make satisfactory use of idle or free time, which at a later date he might transform into constructive play.

Whether or not the school maintains a reception unit does not in itself seem important. But how the child is received, how he is made to feel welcome, and the extent to which he feels his rights are considered in planning with him are important.

Several schools employ an interesting group approach to the problems of orientation. Frequently adolescents are not responsive to an individual approach. They are likely to be suspicious of adults and resent the efforts of a staff member to extend much personal attention. For this reason the group approach has great value. Children in a group derive support from one another and help each other to bring out conflicts and problems.

In one State school boys remain in a reception unit for a period of ten days. During this time they do not attend the school's regular academic or vocational classes but are provided with a very active recreational and handicraft program. Each morning an hour is devoted to a free group discussion with a member of the staff serving as discussion leader.

At one meeting the subject was "fears". Just what are the things a boy is afraid of in coming to a training school? A bit reluctantly at first and then more readily the boys brought out certain fears and conflicts. One small boy, unable to assume responsibility for his own fears, stated that one of his friends was afraid of the "shots" he would get from the Doctor. This gave the staff member and the group an opportunity to discuss the subject. Does it hurt when you get shots? Why are you given them? Will it make you sick? How many will you get? During the meeting the group had an opportunity to discuss a wide variety of fears - a much healthier condition than if these were kept bottled up.

The same school has used a group approach to the problems of preparing children for placement from the school. One or two evenings each week during the last six or eight weeks they are in the school, boys attend group discussions led by different staff members. For example, the director of social services meets with them to discuss the kinds of reactions that they may encounter in their home communities. The director of vocational education discusses job opportunities, how to apply for a job, and whether a boy should tell the employer that he has been in the training school.

Importance of family recognized.

The vital role that the family can play in making our programs more effective is also becoming better appreciated and recieving increased attention.

Just as we have come to recognize that we cannot successfully treat the child in isolation from the larger community, we also recognize that we cannot treat the child as a social entity separate and apart from his family group. The child brings his family and other close personal relationships along with him when he comes to the school, and these continue to exert a strong influence upon him during the time he is there. The reaction of the parents to the child's commitment and their attitude toward the school and its program may reinforce or detract from efforts to help the child. These facts have led many training schools to give much thoughtful consideration to developing constructive parental attitudes and support.

Parents join in program.

One State school has developed a program which might be called orientation of parents. Steps in the process include a personal letter or visit to the parents shortly after the child comes to the school, and an interview with the parents by the superintendent during the parent's first visit to the school. The child is encouraged to show his parents over the grounds, introducing them to the other children and the staff members. Parents are not sent a form letter or sent a list of rigid rules governing visits. Through personal contacts with the staff they are made to feel that they have an important role to play in planning for the child. They are not excluded from the team, but drawn into it. This program has been so successful that the school is able to permit children to leave the grounds freely with visiting parents.

The system of leave now in effect in several public and private training schools helps to keep intact the child's family relationships and to prevent the families from feeling shut out. Some schools are granting periodic vacations , in others children can earn week ends away from the school. A few have combined these plans. Several administrators feel that the introduction of a system of leave has resulted in a more basic change in the children's attitude toward the school than any other single development in the program.

We have been able to mention only a few of the many developments which are resulting in a better synchronization of training programs and life in the community. We have not been able to touch upon many others. We have not discussed the decline of effort to provide vocational training for younger children, or the increased emphasis upon special academic instruction for these children who will re-enroll in public schools. We have not touched upon any of the group-therapy projects that are being carried on, nor the increased attention being given staff development. However, all these and many other developments are important not only in themselves but also because they demonstrate growth and movement.

Concurrently with these developments and underlying many of them has been a deepening interest in the democratic processes of group living. Synchronizing the training-school program with life in the community means that it must be synchronized with a democratic way of life. Adolescent boys and girls will soon take their places in society as adult citizens. Training that fails to give them respect for and experience in democratic

living fails to provide realistic training for life in our country today. As the democratic way of life has been threatened abroad, our concern for it has increased at home. We are spending more time defining democracy and are more insistent upon democratic procedures.

In training schools this is finding expression in a greater respect for the rights of the individual child, in or out of the training school. There is more interest in methods that permit the child to enter into the decisions, both individual and group, that affect his welfare. In some schools these are taking the form of student government; in others, a more informal use of group meetings. More emphasis is being placed on teaching tolerance, and on providing children more constructive contacts with representatives of other cultural and racial groups.

The problem then, in keeping a functional training-school program synchronized with life in the community is twofold. First, it involves a continual adjustment to life in a dynamic community. Secondly, it involves putting into practice the procedures and philosophy evolved from our increasing understanding and knowledge. All these developments are directed toward providing better training for the American way of life."

- - -

It is our desire to further our community contacts.

We have instituted a program of home visits and parent counseling. We find the parents cooperative and interested. Commencement Day, the six Senior's mothers and ten parents of eighth grade girls attended the exercises. Three of the Senior's mothers had not visited the school prior to this day. We urge every parent to visit us as soon as possible after their daughter has been sent to us. We find this helps break down resentments and this in turn assists us to deal more effectively with the girls.

ADMINISTRATION

Staff problems and turn-over have been at a minimum this past year. We have had only two resignations. The quality of the staff has been greatly improved, due, largely, to better salaries and living accommodations offered.

The better house staff and teaching staff is reflected in the improved behavior of the girls. Our housemothers and all have a deep and genuine interest and affection for our girls. Only eight left the campus this past year without permission and it was necessary to go after them. Two of the eight were under Dr. Wilder's care at the time (One is still taking treatment and is showing marked improvement.) Six others walked

across the field and then came back or called us when they reached a telephone. All symptomatic of their desire for affection and attention.

Our staff is understanding of this deep need and contrary to the old theory that such behavior should be curbed by punishment, every effort is made to get at the source of the girl's problems and give her the affection, understanding and security that she needs.

The Superintendent attended the State Welfare Conference held in Butte, in January; the School Administrators Meeting, also held in Butte, in January; The Congress of Correction in Milwaukee, September 25th to October 1; the National Conference of Superintendents of Womens and Girls Correctional Schools, in New York City, February 12th to 16th, and the State Vocational Education Conference in Helena, June 5th to 9th.

She was appointed as a member of the national committee on records and reports for correctional institutions; Chairman of the Luncheon Committee for the Womens Division of the Congress of Correction to be held in St. Louis in October, 1950; Chairman of the sub-committee on juvenile delinquency, Council of State Governments, Institutional Care Committee, and a member of the Advisory Committee to the Governor's Interim Committee on Mental Health.

The School received favorable featured articles in the Denver Post, the St. Paul Dispatch and The People's Voice. The feature reporter for the Billings Gazette has asked if they might give us a featured section this coming year.

It was necessary to use $6,000.00 (approximately) of our 1950-1951 appropriation for 1949-1950. The increased population, medical expenses and $2,000.00 for transformers and electric range installation, which was not included in the budget, accounted for the shortage.

The Superintendent will take a vacation in July.

HEALTH

We have found the girls who were sent to us this past year were for the most part undernourished and in need of corrective medical attention. Three girls were bordering chronic alcoholism. You will note in our statistics that twenty-five or fifty percent of the average population were hospitalized at some time during the year.

We have not had any epidemics.

You will also note in our dental statistics the number of partial plates and bridges which we had to furnish. This is all indicative of the general parental neglect which these girls have been experiencing.

the general, however, we just which these ships have been overwhelmed.

Yes, all also come in the local maintain the number of capital ships and brigade which we had to Charlie. This is all indicative of

We have not had any airstrikes.

tion were deployed at this time during the week.

On the 17th of January the Naval Administration Building, which was on Bay, in Jamaica; The Department of Defence, in Kingston, Jamaica and in December it the Natural Conference of Interdepartment Committee for Jamaica Defence Force on 15th, and the Joint Secretarial Division Committee to Jamaica, Home Guard Training Centre, Kingston, Jamaica, on the 19th.

We are supported by a number of the Regional Committees on Trade Unions and Industrial Relations in Jamaica. Members of the Executive Committee, Jamaica Defence Force Division of the Ministry of Defence to be held in St. Louis in October, 1970; Chairman of the sub-Committee on Jamaica Defence Force Division, Ministry of Defence, Jamaica Defence Force Division, Ministry of Defence, Jamaica Defence Force Division, Ministry of Defence,

BUILDING AND GROUNDS

Since completing the Post-War Planning Program, other than sanding and finishing floors, we have not made any further improvements. We are continuing the floor program this coming year.

We are concerned about the condition of the farm buildings. They are not in use and are deteriorating rapidly. It will take thousands of dollars to put the buildings in good repair. The swampy land and poor foundations are causing great damage to the wooden structures. All corrals and fences will be removed this summer as the posts are rotted at the ground.

We are also concerned with Adair Cottage which has not been repaired or used since the 1935 earthquake damage. We put a new roof on last year which has helped preserve the interior, but the foundation is also sinking into the swamp.

Much work is needed on our roads on the grounds. We have hauled a great deal of gravel but it sinks out of sight in a short time.

EDUCATION

Mrs. Mildred Fredrigill and Mrs. Bertha Henry have been re-employed at a salary of $2,200.00 per year. Mrs. Patricia Sias will teach Home Economics at a salary of $2,300.00 per year. Isabel Guilio will teach music, salary not determined yet. We need a teacher for commercial and physical education.

Mrs. Dorothy Klemme will teach Beauty Culture. We are endeavoring to have our Beauty Culture School accredited by the State Board of Cosmetology.

Miss Ruby Miller will supervise the school program and activities.

Summer school opened June 12th and will close August 11th. Five of the girls are making up for lost time by taking correspondence courses in required subjects. Others are attending classes in sewing, typing, and shorthand. Mrs. Guilio is giving lessons on the piano and voice. She also has a group in chorus and physical education.

We have a soft-ball team and are members of the City of Helena Girls' Soft-Ball Club.

We have swimming classes at the Y.M.C.A. twice weekly.

We have a class twice weekly in beauty culture. The girls are taught to give permanents, do finger waving and in general taught good grooming. Every girl, who desires one, is given a permanent under the

Chapter IX: [illegible]

[illegible] [illegible] [illegible] [

the expert supervision of Mrs. Klemme, who is a licensed beautician.

FARM

All farm land is leased to Tom Herrin and Bert Gentry, with the exception of our garden plots.

Our garden was hailed out on June 12th. All tomato plants, cabbage and peppers were destroyed. We have little hope of having much from our garden as we were already a month late getting it in due to the inclement weather.

In conclusion, I wish to express my sincere thanks and appreciation for the loyal support of the Executive Board, the State Board of Education, and to all those who have shown an interest in our School.

Respectfully submitted,

Elizabeth Steed

(Mrs.) Elizabeth Steed,
Superintendent.

POPULATION REPORT

Admitted since school opened in 1920	850
Present enrollment	46
Admitted during fiscal year	33
Involuntary return from placement	2
Voluntary return from placement	6
Work Placement permanent	4
Paroled	28
Legally discharged	1
Absent July 1, without permission	1

POPULATION SUMMARY BY QUARTERS

Quarter ending September 1, 1949	36
Quarter ending December 1, 1949	49
Quarter ending April 1, 1950	59
Enrollment June 1, 1950	63
Paroled June 7th	16
Permanent Work Placement on June 7th	2

NUMBER OF GIRLS COMMITTED FROM THE VARIOUS COUNTIES THIS YEAR:

Big Horn	1
Blaine	1
Cascade	10
Custer	2
Fergus	2
Flathead	1
Gallatin	1
Judith Basin	2
Lewis & Clark	1
Phillips	1
Pondera	1
Ravalli	1
Roosevelt	2
Silver Bow	1
Teton	1
Valley	1
Yellowstone	4
Total	33

Total	73
Yellowstone	8
Yellow	1
Teton	1
Olive Day	1
Mountain	5
Hewitt	1
Pondera	1
Phillips	1
Lewis & Clark	1
Judith Basin	8
Gallatin	1
Flathead	1
Meagher	2
Custer	2
Carbon	10
Blaine	1
Big Horn	1

Fergus, York Department No. June 7th	-
Crowley Date 7th	19
Butte, June 1, 1920	24
Custer County April 1, 1920	50
Beaver, Valley Dec. 1, 1919	49
Beaver County Independent 1, 1920	34

Adams, July 1, Attorney Instructions	1
Legal, Pleasant	2
Indian	30
Work Pleasant Returns	1
Attorney Lawyer, Date Pleasant	8
Attorney, Lawyer, Date Pleasant	1
Attorney Meeting Client Case	23
Bozeman Attorney	46
Montana State Library opened in 1920	8

TABULATION OF AGE GROUPS OF GIRLS ENROLLED DURING FISCAL YEAR

12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.
0	2	10	13	23	11	5

NATIONALITY

Native born of native parents	61
Indians (Wards of U. S. Government)	1
Native born of foreign parents	1

GRADE ATTENDED

Ungraded	6
Seventh	6
Eighth	16
Ninth	7
Tenth	10
Eleventh	9
Twelfth	6
Post Graduate	1
Not in School	3

MENTAL STATUS

Superior Normal	13
Average Normal	38
Dull Normal	10
Border-line	2

DOMESTIC RELATIONS

Own parents living together	17
Mother deceased	5
Father deceased	2
Both parents deceased	3
Parents divorced	34
Other status	3

Other stories 3

Fantasy Classics 20

Short Science Fiction 30

Fairly Macabre 35

Short Romance 5

One Science Fiction Classic 37

Miscellaneous

Non-fiction 2

Short Novel 16

Fairly Short 23

Science Fiction

Not to scale! 2

Mini-Sagas 4

Novel 6

Shorter 8

Classic 9

Long 10

Short 11

Short 12

Medium 14

Novella 15

Serial Novel 17

Short Science Fiction Classic 21

Fairly Macabre 25

Fairly Short 31

Short Fantasy 32

Other stories 33

REPORT OF PHYSICIAN

July 1, 1949 to July 1, 1950

New Admissions examined	33
Re-admissions examined	8
Treatments and examinations of other girls	261
Kahn & Wasserman Tests (positive lues 0)	40
Vaginal Smears (positive 0)	40¢
Hospitalizations	25
Chest X-Rays	1
Appendectomies	3
Tonsillectomies	1
Fractures	0
Removal of cysts	4
Births	8

OPHTHALMOLOGICAL REPORT

Number of cases examined	15
Number of pairs of glasses prescribed	14

REPORT OF DENTIST

Total Examinations	53
Extractions	31
Amalgam Fillings	72
Partial Plates	4
Bridges	3
Vincent's Infection	1

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PRODUCTION FOR CONSUMPTION

July 1, 1949 - June 30, 1950

Cabbage	430 lbs.	$ 17.20
Carrots	755	30.40
Beets	600	36.00
Beans	80	6.40
Lettuce	40	4.80
Onions	405	24.30
Rutabagas	325	16.25
Tomatoes	115	9.20
Turnips	245	14.70
Totals	2995 lbs.	$159.25

not
Our books will/be closed for the month of June in time for this report, therefore, we are submitting our Trial Balance as of May 31, 1950.

TRIAL BALANCE

11	General Administration	Operation	$21351.91	
12	" "	Capital	81.40	
13	" "	Rps. & Rpls.	34.80	
14	[illegible] "	Inventory	1895.13	
21	Educational System	Operation	12575.34	
22	" "	Capital	279.76	
23	" "	Rprs & Rpls	52.55	
24	" "	Inventory	4590.78	
21-A	Farm	Operation	2471.42	
31	Physical Plant	Operation	12660.01	
32	" "	Capital	8283.94	
33	" "	Rprs & Rpls	2161.45	
34	" "	Inventory	462103.11	
41	Subsistence		25364.08	
521-1	General Administration	Gen. Appropriation		$ 83199.99
521-2	" "	P.E. R. S.		661.87
528	Income Due from Counties			7243.50
529	High School Transfer Funds			90.00
532	Farm Products Consumed at School			147.25
54	Lease of Land			1105.00
611	Cash in Office		$ 198.09	
612	Cash in Bank		20.57	
625	Accounts Receivable		8822.64	
625-1	Accounts Receivable (special)		511.18	
628	Income Revolving Fund		6923.00	
63	Reserve for Advance.		500.00	
72	Claims Pending			$ 520.49
73	Inmate's Deposits			386.20
74	Reserve for Advance		394.15	
75	Due State of Montana			500.00
8	Surplus			477221.01
			$571075.31	$571075.31

Cut timber selling rights for one month or less in time for this

Fourth Conference, to be published for Civil Defence on 1st May, 1956.

TRIAL BALANCE

11	Chemical Washing Plant	Inventory	2,174.87
12	"	"	14.40
13	"	Work in Progress	11.20
14	"	Finished Goods	16.00
15	Experimental Centre	Cost	1,000.00
16	" "	Accumulated Depn.	400.00
17	" "	Cost	2,000.00
18	" "	Accumulated Depn.	1,000.00
19	Plant	Cost	4,000.00
20	Transport Plant	Cost	1,000.00
21	" "	Accumulated Depn.	400.00
22	" "	Cost	800.00
23	" "	Accumulated Depn.	400.00
24	Trade Investments	Cost	1,000.00

301-4	Ordinary Shareholders	Nom. Authorised	5,000.00
305-9	"	Issued & Fully Paid	4,000.00
310	Income Tax Reserve		500.00
315	Work Control Trading Trust		10.00
320	Plant Industry Commission Grants		200.00
"	Trade Creditors		150.00
401	Cash in Bank		150.00
412	Cash in Hand		20.00
420	Petty Cash Floats		25.00
425-6	Accounts Rec. Trade (General)		814.20
428	Trade Accounts Rec.		650.00
31	Reserve for Wastage		250.00

71	Trade Creditors		520.00
72	Taxation Payable		300.00
74	Reserve for Accrued		200.00
75	Due Date of Invoice		500.00
5	Surplus		1,000.00

FINANCIAL STATEMENT — VOCATIONAL SCHOOL FOR GIRLS

May 1950

521-1	General Fund	Appropriation	$ 82,871.00
521-2	Appropriation	P.E.R.S.	2,173.68
			85,044.68
625-1	Sale of Farm Inventory (to be paid in Sup.)		511.18
			85,555.86
521-1	Expenditures to Date		83,199.99
			2,355.87
521-2	" " "		661.87
			1,694.00

* * *

11	General Administration	Operation	$ 21,351.91
13	" "	Rprs. & Rpls	34.80
21	Educational System	Operation	12,575.34
23	" "	Rprs & Rpls	52.55
21-A	Farm	Operation	2,471.42
31	Physical Plant	Operation	12,660.01
33	" "	Rprs & Rpls	2,161.45
41	Subsistence		25,364.08
			$76,671.56

* * * *

625-1	$ 601.66	
521-1	388.99 (in red)	
521-2	1511.81	
625-1	511.18	
	$2,022.99	
	328.99	
	$1,694.00	

G-4 VOCATIONAL SCHOOL FOR GIRLS

SCHEDULE 2 - DETAIL OF EXPENDITURES

CLASSIFICATION	REQUESTS
Administration	(1949 Budget)
SALARIES	7-1-50 6-30-51
Superintendent	$ 4800.00
Assistant Superintendent	3120.00
Secretary	2220.00
Matrons	9180.00
Doctors & Dentists	1260.00
Board Members	150.00
Clerical Employees	300.00
Total Salaries	$21,030.00
OPERATION	
Postage	$ 150.00
Stationery, Record Books and Blanks	150.00
Sundry Office Supplies and Expenses	100.00
Telephone and Telegraph	500.00
Freight, Express and Drayage	10.00
Travel	250.00
Official Bonds	40.00
Legal Advertising	25.00
Industrial Accident Insurance	750.00
Escapes and Rewards	300.00
Amusements and Recreation	500.00
Magazines and Periodicals	100.00
Religious Services	100.00
Parole Expense	500.00
P.E.R.S. Contribution	1,098.00
Other Supplies and Expenses	25.00
Total Operation	$ 4,598.00
CAPITAL	
Furniture and Fixtures	100.00
Total Capital	$ 100.00
REPAIRS AND REPLACEMENTS	
Furniture and Fixtures	$ 300.00
Total Repairs and Replacements	$ 300.00
Total Administration	$26,028.00
EDUCATIONAL SYSTEM	
SALARIES	
Music Teacher	$ 1,200.00
Domestic Science Teacher	2,300.00
Physical Culture Teacher	1,200.00
Other Teachers	4,400.00
Beauty Culture Teacher	480.00
	$9,580.00
OPERATION	
Text Books	250.00
School Supplies	50.00
Dramatics Supplies	25.00
Beauty Culture Supplies	50.00
Music Supplies	50.00
Hand Craft Supplies	50.00
Domestic Science Supplies	50.00

Total Supplies	$ 1,000.00
Total Operating	$ 1,000.00
Total Equipment	$ 1,000.00
Total Expenditures	$ 1,000.00

Physical Education Supplies	$ 50.00
Sundry Supplies and Expenses	75.00
Teacher's Retirement	349.30
Total Operation	$ 999.30
CAPITAL	
Furniture and Fixtures	$ 50.00
Total Capital	$ 50.00
REPAIRS AND REPLACEMENTS	
Machinery and Appliances	$ 100.00
Total Repairs and Replacements	$ 100.00
Total Educational System	$10,729.30
FARM	
SALARIES	
Foreman	$ 2,220.00
Others	720.00
Total Salaries	$ 2,940.00
OPERATION	
Seeds and Plants	$ 50.00
Stock and Poultry Feed	250.00
Total Operation	$ 300.00
CAPITAL	
Machinery and Appliances	$ 50.00
Total Capital	$ 50.00
REPAIRS AND REPLACEMENTS	
Machinery and Appliances	$ 50.00
Total Repairs and Replacements	$ 50.00
Total FARM	$ 3,340.00
PHYSICAL PLANT	
SALARIES	
Engineer	$ 2,880.00
Maintenance Man	720.00
Total Salaries	$ 3,600.00
OPERATION	
Fuel	$ 4,500.00
Insurance	200.00
Electricity	2,450.00
Engine Room Supplies	50.00
Hardware and Sundries	250.00
Electrical Supplies	100.00
Gasoline	750.00
Oil	50.00
Tires, Tubes, and other Auto Expense	200.00
Auto Insurance	25.00
Household Expense	100.00
Kitchen Expense	100.00
Laundry Expense	25.00
Sundry Plant Expenses	100.00
Total Operation	$ 8,900.00

Total Operations

Total Operations	$ 6,500.00
Insurance	250.00
Interest Expense	33.33
Office Expense	150.00
Professional Expenses	100.00
Misc Insurance	25.00
Taxes, Other, not Given Back Together	45.00
Utilities	60.00
Repairs	120.00
Insurance Supplies	110.00
Telephone and Internet	50.00
Office Rent Utilities	30.00
Taxes	1,400.00
Commission	200.00
Advertising	750.00

Marketing

Total Marketing	$ 1,450.00
Brochures	750.00
Signage	700.00

Salaries

Total Salaries	$ 2,500.00

Depreciation

Depreciation of Furniture	$ 100.00

Small Tools and Equipment

Small Tools and Equipment	$ 100.00

Total

Total Operational Items	$15,450.00

Miscellaneous

Miscellaneous Items	$ 20.00

Total Expenses and Deductions

Total Expenses and Deductions	$ 20.00

Total Fees

Total Fees	$ 3,500.00

Training Room

Salaries

Salaries	$ 1,500.00
Employee Bus	750.00

Total Salaries

Total Salaries	$ 1,500.00

Marketing

Marketing and Materials	$ 1,500.00
Total Marketing	$ 1,500.00
Total Expenses	$ 3,000.00
Total Fees	$ 3,500.00
Total Expenses and Deductions	$ 6,500.00

Total

Total	$ 15,450.00
Commission	200.00
Advertising	750.00
Taxes	1,400.00
Repairs	120.00
Insurance Supplies	110.00
Telephone and Internet	50.00
Office Rent Utilities	30.00
Taxes	1,400.00

Total Operations

Total Operations	$ 6,500.00
Insurance	250.00
Interest Expense	33.33
Office Expense	150.00
Professional Expenses	100.00
Misc Insurance	25.00
Taxes, Other, not Given Back Together	45.00
Utilities	60.00
Repairs	120.00
Insurance Supplies	110.00
Telephone and Internet	50.00
Office Rent Utilities	30.00
Taxes	1,400.00

Total Salaries

Total Salaries	$ 1,500.00
Employee Bus	750.00
Salaries	$ 1,500.00

Total Marketing

Total Marketing	$ 1,500.00
Marketing and Materials	$ 1,500.00

Total Expenses and Deductions

Total Expenses and Deductions	$ 20.00

Total Fees

Total Fees	$ 3,500.00
Total Expenses	$ 3,000.00

Marketing

Fobi Charity	$ 50.00

Insurance and Licenses

Insurance and Licenses	$ 20.00

Office Rent

Office Rent	$ 300.00

Utilities

Gas and Electric	$ 50.00
Water and Trash	50.00
Total Utilities	$ 100.00

Total Salaries

Total Salaries	$ 1,500.00

Repairs

Repairs	$ 100.00
Total	$ 100.00

Total

Total Operational Items	$15,450.00

Miscellaneous

Miscellaneous Items	$ 20.00

Total Expenses and Deductions

Total Expenses and Deductions	$ 20.00

Total Fees

Total Fees	$ 3,500.00

Training Room

Salaries

Salaries	$ 1,500.00
Employee Bus	750.00

Total Salaries

Total Salaries	$ 1,500.00

Marketing

Marketing and Materials	$ 1,500.00
Total Marketing	$ 1,500.00
Total Expenses	$ 3,000.00
Total Fees	$ 3,500.00
Total Expenses and Deductions	$ 6,500.00

Total

Total	$ 15,450.00
Commission	200.00
Advertising	750.00
Taxes	1,400.00
Repairs	120.00
Insurance Supplies	110.00
Telephone and Internet	50.00
Office Rent Utilities	30.00
Taxes	1,400.00

CAPITAL

Land and Land Improvements	$ 150.00
Buildings and Attached Fixtures	250.00
Machinery and Appliances	150.00
Hand Tools and Petty Equipment	50.00
Furniture and Fixtures	-
Library and Reference Books	150.00
Household Equipment	100.00
Total Capital	$ 850.00

REPAIRS AND REPLACEMENTS

Land and Land Improvements	$ 150.00
Buildings and attached Fixtures	250.00
Machinery and Appliances	1,685.00
Hand Tools and Petty Equipment	50.00
Furniture and Fixtures	150.00
Household Equipment	500.00
Other	100.00
Total Repairs and Replacements	$ 2,885.00
Total Physical Plant	$16,235.00

SUBSISTENCE

SALARIES

Cooks	$ 3,360.00
Night Matron	2,160.00
Relief Matron	2,460.00
Others	200.00
Total Salaries	$ 8,180.00

OPERATION

Food	$15,000.00
Clothing and Dry Goods	1,500.00
Drugs and Hospital Expense	2,200.00
Other Expense	1,500.00
Total Operation	$20,200.00
Total Subsistence	$28,380.00
Less Production for Consumption	500.00
Less Food Received from Trading	800.00
GRAND TOTAL	$83,412.30

Vocational School for Girls.